



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12481707
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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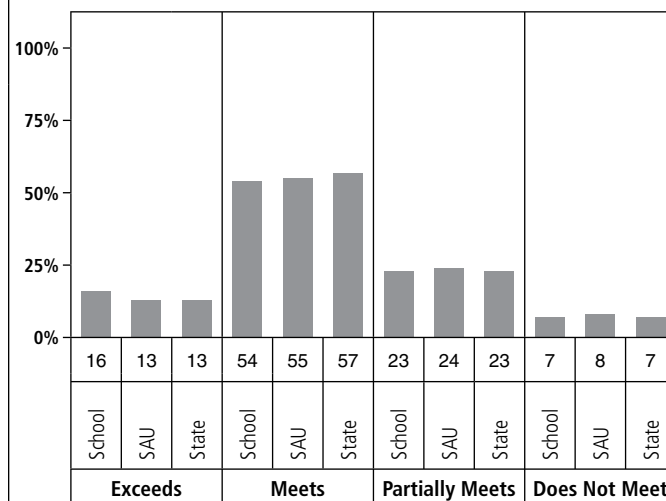
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

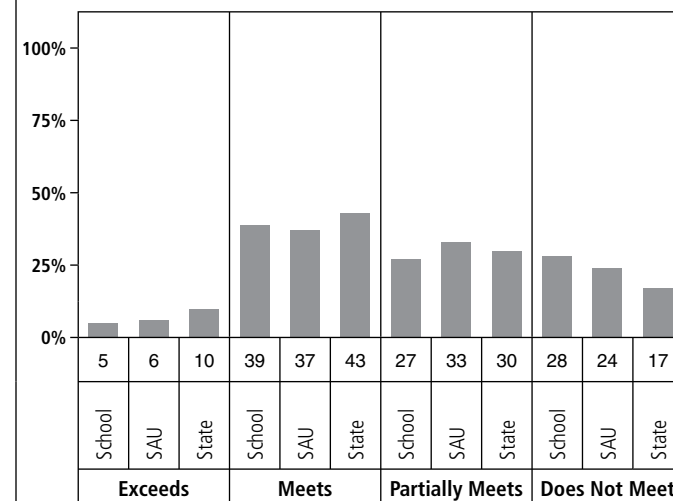
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	643	642	644
2006–2007	647	645	646
2007–2008	649	648	648
Cum. Avg. *	646	645	646
Mathematics			
2005–2006	636	636	641
2006–2007	643	641	643
2007–2008	637	638	642
Cum. Avg. *	639	638	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 54
 School: Margaret Chase Smith Sch.-Skow

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	114	100	212	100	14365	100	114	100	212	100	14266	99	114	100	212	100	14268	99												
Ethnicity African American/Black	1	1	1	0	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	0	0	1	0	111	1	0	0	1	100	110	99	0	0	1	100	110	99												
Asian or Pacific Islander	2	2	2	1	249	2	2	100	2	100	249	100	2	100	2	100	248	100												
Hispanic	2	2	2	1	149	1	2	100	2	100	147	99	2	100	2	100	147	99												
Caucasian/White	109	96	206	97	13438	94	109	100	206	100	13353	100	109	100	206	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	20	18	44	21	2518	18	20	100	44	100	2479	99	20	100	44	100	2479	99												
Current LEP	1	1	1	0	349	2	1	100	1	100	339	97	1	100	1	100	344	99												
Economically disadvantaged	46	40	99	47	5335	37	46	100	99	100	5277	99	46	100	99	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	79	69	158	75	11613	81	79	69	159	75	11626	81												
Identified disability (PET/IEP)	0	0	6	4	373	3	0	0	6	4	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	2	1	149	1	0	0	2	1	150	1												
Participation with accommodations	34	30	52	25	2451	17	34	30	51	24	2446	17												
Identified disability (PET/IEP)	19	56	36	69	1909	78	19	56	36	71	1910	78												
LEP	1	3	1	2	142	6	1	3	1	2	152	6												
504 plan	3	9	3	6	85	3	3	9	3	6	84	3												
Other	12	35	13	25	350	14	12	35	12	24	335	14												
Participation through alternate assessment (PAAP)	1	1	2	1	197	1	1	1	2	1	196	1												
Identified disability (PET/IEP)	1	100	2	100	197	100	1	100	2	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	9	8	11	5	1176	8
	2006-2007	11	9	16	7	1132	8
	2007-2008	18	16	28	13	1817	13
	Cum. Total*	38	11	55	9	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	59	50	105	49	7612	51
	2006-2007	75	63	119	54	8127	57
	2007-2008	61	54	116	55	8072	57
	Cum. Total*	195	56	340	53	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	31	26	63	30	4080	27
	2006-2007	16	13	49	22	3549	25
	2007-2008	26	23	50	24	3194	23
	Cum. Total*	73	21	162	25	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	20	17	34	16	2005	13
	2006-2007	17	14	35	16	1478	10
	2007-2008	8	7	16	8	981	7
	Cum. Total*	45	13	85	13	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.4	59.6	32.6	58.2	32.7	58.4
Literary Text	28	50	17.0	60.7	16.4	58.6	16.3	58.2
Informational Text	28	50	16.4	58.6	16.2	57.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 54
 School: Margaret Chase Smith Sch.-Skow

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	113	18	16	61	54	26	23	8	7	649	210	13	55	24	8	648	14064	13	57	23	7	648
Ethnicity																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										1						108	4	54	32	10	643
Asian or Pacific Islander	2										2						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	108	16	15	58	54	26	24	8	7	649	204	13	55	24	8	648	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	5	26	6	32	8	42	634	42	0	26	36	38	634	2282	2	29	42	27	636
No	94	18	19	56	60	20	21	0	0	652	168	17	63	21	0	651	11782	15	63	19	3	650
Current LEP																						
Yes	1										1						329	4	44	30	22	640
No	112	18	16	60	54	26	23	8	7	649	209	13	55	24	8	648	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	45	4	9	21	47	14	31	6	13	644	98	6	54	29	11	644	5153	6	51	31	12	643
No	68	14	21	40	59	12	18	2	3	652	112	20	56	20	4	651	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	113	18	16	61	54	26	23	8	7	649	210	13	55	24	8	648	14057	13	57	23	7	648
Gender																						
Female	66	12	18	37	56	11	17	6	9	650	107	16	57	19	8	649	6967	16	59	20	5	650
Male	47	6	13	24	51	15	32	2	4	648	103	11	53	29	7	647	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	4	29	10	71	0	0	639	23	0	26	70	4	640	1186	6	41	42	11	642
No	99	18	18	57	58	16	16	8	8	650	187	15	59	18	8	649	12878	14	59	21	7	648
Gifted/talented program																						
Yes	11	5	45	6	55	0	0	0	0	661	24	38	63	0	0	659	557	50	48	2	0	661
No	102	13	13	55	54	26	25	8	8	648	186	10	54	27	9	646	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 51 38 3	0 9 9 0	0 16 21 0	8 28 24 0	89 49 57 0	1 17 5 2	11 30 12 67	0 3 4 1	0 5 10 33	649 648 652 634	5 57 36 2	0 13 18 0	73 53 59 0	27 27 16 50	0 7 7 50	647 647 651 628	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	44 48 5 4	11 7 0 0	22 13 0 0	30 28 0 2	61 53 0 50	7 16 2 0	14 30 40 0	1 2 3 2	2 4 60 50	654 648 627 635	42 51 4 3	21 10 0 0	59 56 33 33	17 30 22 17	3 5 44 50	651 647 635 633	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	27 59 14 0	12 4 2 0	40 6 13 0	16 41 3 0	53 62 20 0	0 18 7 0	0 27 47 0	2 3 3 0	7 5 20 0	658 647 642 0	23 60 16 0	33 6 12 0	52 59 48 0	4 30 30 0	10 5 9 100	654 647 645 608	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 77 12	0 17 1	0 20 8	5 47 8	38 55 62	6 17 2	46 20 15	2 4 2	15 5 15	639 651 645	14 71 15	10 15 9	31 60 59	31 22 25	28 3 6	639 650 647	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 50 39	0 9 9	0 16 21	7 23 30	58 42 70	2 20 2	17 36 5	3 3 2	25 5 5	640 647 654	12 52 36	0 12 19	42 49 71	17 36 7	42 3 3	635 647 653	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	49 48 4	8 10 0	15 19 0	29 30 1	54 57 25	13 10 2	24 19 50	4 3 1	7 6 25	648 651 633	47 49 3	12 16 0	52 61 29	28 19 43	8 5 29	647 650 632	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 64 7 12	7 10 0 1	37 14 0 8	7 49 1 3	37 69 13 23	3 8 6 8	16 11 75 62	2 4 1 1	11 6 13 8	651 651 637 641	14 66 7 13	30 11 7 11	40 65 43 30	20 17 43 52	10 7 7 7	649 649 642 643	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	0 50 0 50	 0 0	 0 0	 0 1	 0 100	 0 0	 0 0	 1 0	 100 0	 628 650	 50 25 25	 0 0 0	 0 100 100	 0 0 0	 100 0 0	 624 652 650						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	4	3	9	4	1463	10
	2006-2007	21	18	30	14	2092	15
	2007-2008	6	5	13	6	1474	10
	Cum. Total*	31	9	52	8	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	34	29	68	32	5914	40
	2006-2007	43	36	78	35	5731	40
	2007-2008	44	39	77	37	6008	43
	Cum. Total*	121	34	223	35	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	51	43	76	36	4494	30
	2006-2007	35	29	70	32	4175	29
	2007-2008	31	27	69	33	4244	30
	Cum. Total*	117	33	215	33	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	30	25	60	28	3014	20
	2006-2007	21	18	42	19	2308	16
	2007-2008	32	28	51	24	2346	17
	Cum. Total*	83	24	153	24	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	8.8	46.3	8.7	45.8	9.6	50.5
Cluster 2: Shape and Size	15	27	6.8	45.3	6.9	46.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.9	55.7	4.0	57.1	4.2	60.0
Cluster 4: Patterns	15	27	6.8	45.3	7.0	46.7	7.5	50.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: MSAD 54
 School: Margaret Chase Smith Sch.-Skow

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	113	6	5	44	39	31	27	32	28	637	210	6	37	33	24	638	14072	10	43	30	17	642
Ethnicity																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										1						108	6	26	39	29	635
Asian or Pacific Islander	2										2						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	108	5	5	42	39	29	27	32	30	637	204	6	37	32	25	638	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	2	11	5	26	12	63	624	42	0	7	33	60	624	2283	2	18	31	49	627
No	94	6	6	42	45	26	28	20	21	640	168	8	44	33	15	642	11789	12	48	30	10	645
Current LEP																						
Yes	1										1						339	5	22	32	41	631
No	112	6	5	44	39	30	27	32	29	637	209	6	37	33	24	638	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	45	2	4	14	31	9	20	20	44	633	98	2	32	34	33	635	5160	4	34	36	26	636
No	68	4	6	30	44	22	32	12	18	640	112	10	41	32	17	641	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	113	6	5	44	39	31	27	32	28	637	210	6	37	33	24	638	14065	10	43	30	17	642
Gender																						
Female	66	4	6	27	41	15	23	20	30	637	107	7	36	34	23	638	6974	10	43	31	16	642
Male	47	2	4	17	36	16	34	12	26	638	103	5	38	32	25	638	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	0	0	8	57	6	43	624	23	0	0	57	43	625	1192	4	23	43	30	634
No	99	6	6	44	44	23	23	26	26	639	187	7	41	30	22	640	12880	11	44	29	15	643
Gifted/talented program																						
Yes	11	4	36	7	64	0	0	0	0	659	24	33	63	4	0	658	557	53	42	4	0	663
No	102	2	2	37	36	31	30	32	31	635	186	3	33	37	27	635	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 54
School: Margaret Chase Smith Sch.-Skow

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 51 38 3	0 4 2 0	0 7 5 0	2 22 19 0	22 39 45 0	6 16 8 0	67 28 19 0	1 15 13 3	11 26 31 100	636 638 638 613	5 57 36 2	0 7 7 0	18 38 39 0	64 32 31 0	18 23 23 100	635 638 639 613	6 56 34 3	6 11 11 6	33 43 45 33	31 30 30 32	31 16 14 28	635 643 644 636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	43 48 7 2	4 2 0 0	9 4 0 0	20 21 1 0	43 40 13 0	12 15 3 0	26 28 38 0	11 15 4 2	23 28 50 100	640 638 622 618	36 53 8 3	9 5 6 0	42 39 6 0	34 32 44 17	15 25 44 83	642 638 628 613	45 43 9 3	14 8 6 5	47 43 30 15	28 33 33 25	11 17 32 54	646 641 635 626
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	29 50 19 3	3 1 2 0	9 2 10 0	15 25 2 1	47 45 10 33	11 12 7 0	34 22 33 0	3 17 10 2	9 31 48 67	646 635 631 633	29 48 21 1	13 3 5 0	48 39 16 33	25 33 43 0	13 24 36 67	646 636 632 633	29 48 19 3	24 6 1 0	51 45 29 15	17 33 42 41	8 16 28 44	651 641 634 627
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	24 67 9	1 4 1	4 5 10	9 29 5	33 39 50	9 18 3	33 24 30	8 23 1	30 31 10	635 637 646	27 65 9	7 5 11	27 40 39	38 30 39	27 25 11	636 638 643	24 62 14	5 9 26	38 45 43	33 31 20	24 14 12	638 643 650
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	50 47 3	4 2 0	7 4 0	22 20 1	39 38 33	15 14 1	27 27 33	15 16 1	27 31 33	638 637 633	51 46 2	8 4 0	34 41 20	34 31 40	24 24 40	638 638 628	48 49 3	10 12 9	41 45 33	32 28 27	17 15 32	642 644 637
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	16 33 35 17	2 2 2 0	12 6 5 0	5 22 9 6	29 61 24 33	5 6 13 5	29 17 34 28	5 6 14 7	29 17 37 39	639 645 632 631	10 35 37 19	10 4 8 5	25 48 29 36	25 30 39 31	40 18 24 28	635 640 637 637	17 34 31 18	8 11 12 10	39 44 44 42	30 31 29 31	22 14 15 18	639 643 644 642
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	5 21 39 36	0 5 1 0	0 22 2 0	2 10 16 15	40 43 37 38	0 3 13 14	0 13 30 35	3 5 13 11	60 22 30 28	634 646 636 634	3 16 34 46	0 21 3 4	43 32 35 39	0 21 29 35	57 26 23 22	634 642 637 638	11 32 32 26	11 11 11 9	37 44 45 40	29 30 30 32	23 15 15 19	641 643 643 641
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	13 31 46 10	0 2 4 0	0 6 8 0	2 10 25 6	14 29 49 55	5 8 15 2	36 24 29 18	7 14 7 3	50 41 14 27	625 633 643 639	8 27 53 12	0 5 9 0	19 29 39 52	31 35 34 28	50 31 17 20	627 635 641 638	7 37 42 15	6 8 13 12	29 39 47 46	33 34 28 27	32 20 12 15	635 640 645 644
Optional school/SAU question A. B. C. D.	0 50 0 50	 0 0	 0 0	 0 1	 0 100	 0 0	 0 0	 1 0	 100 0	618 646	0 50 25 25	 0 0 0	 0 100 100	 0 0 0	 100 0 0	609 660 646	 	 	 	 	 	